

The Level of Motivation among Al-Quran and Al-Sunnah Students at Universiti Sultan Zainal Abidin towards the Qiraat Subject

Amirul Ashraf Mohd Nor¹, Wan Khairul Aiman Wan Mokhtar¹,
Nadhirah Nordin¹, Saifuddin Zuhri Qudsy², Hasse Jubba³,
Heriyanto⁴

¹Fakulti Pengajian Kontemporari Islam, Universiti Sultan Zainal Abidin, Kampus Gong Badak, 21300, Kuala Nerus Terengganu, Malaysia. ²Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia. ³Universitas Muhammadiyah Yogyakarta, Indonesia. ⁴Institut Agama Islam Pemalang, Indonesia.

Corresponding Author Email: wkhairulaiman@unisza.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i12/24296> DOI:10.6007/IJARBSS/v14-i12/24296

Published Date: 25 December 2024

Abstract

This study examines the motivation levels of Al-Quran and As-Sunnah students at Universiti Sultan Zainal Abidin (UniSZA) toward the Qiraat subject, a fundamental area of Islamic studies. Despite growing interest in Qiraat, many perceive it as challenging due to limited exposure, necessitating a deeper understanding of motivational factors. Using a quantitative survey of 108 students, analyzed through SPSS, the study found that while students demonstrate high motivation in academic commitment and competitive attitudes, a gap in self-confidence and reliability (Item 4) highlights an area for improvement. With a Cronbach's Alpha of 0.655 indicating moderate reliability, the findings suggest that targeted interventions, such as confidence-building activities, could enhance motivation and engagement. Addressing these gaps can foster a more supportive learning environment for deeper engagement with Qiraat studies.

Keyword: Motivation, Qiraat, Al-Quran and Al-Sunnah, Self-confidence, Islamic Studies, Educational interventions

Introduction

Islamic studies at the higher education level play a significant role in shaping students' holistic understanding of Islamic teachings. At the Faculty of Contemporary Islamic Studies (FKI), Universiti Sultan Zainal Abidin (UniSZA), the knowledge and study of *Qiraat* are regarded not only as academic subjects but also as foundational to Islamic values and ethics.

Factors such as student motivation are key aspects in developing a deep understanding of the subject of *Qiraat*. This research aims to analyze how the motivation of students in the Center for Al-Quran and Al-Sunnah Studies (AQSA), UniSZA, is closely related to their comprehension of the *Qiraat* subject. *Qiraat* refers to the science that discusses the methods of reciting the words in the Mushaf of the Quran and their practical application. It is a branch of Quranic studies that has existed since the time of the Prophet Muhammad and has gained increasing attention in Malaysia today. Various institutions at all levels now offer courses and programs specializing in *Qiraat*.

However, there remains a lack of knowledge about *Qiraat* among certain segments of society, leading to efforts to learn it at various levels. The limited exposure to *Qiraat* has resulted in its being perceived as unfamiliar and challenging to practice by the Malaysian public (Sumayyah & Abdul Hafiz, 2016). Many are unaware that the commonly practiced recitation, following the narration (*Riwayat*) of Hafs from Asim, is also one of the branches of *Qiraat*.

Literature Review

The level of motivation among Al-Quran and Al-Sunnah students at Universiti Sultan Zainal Abidin (UniSZA) towards the *Qiraat* subject is a multifaceted issue that intertwines psychological, educational, and cultural dimensions. Understanding the motivational factors that influence students in this context is crucial for enhancing their learning experiences and outcomes. Various studies have highlighted intrinsic and extrinsic motivations as pivotal in shaping students' engagement with Quranic studies, particularly in memorization and recitation practices. Intrinsic motivation, which refers to engaging in an activity for its inherent satisfaction, plays a significant role in the Quranic memorization process. Research indicates that students who perceive the act of memorizing the Quran as a form of worship or personal fulfillment tend to exhibit higher levels of motivation and commitment to their studies (Japeri et al., 2023; Anoum et al., 2022).

For instance, Japeri et al. emphasize that the spiritual rewards associated with Quran memorization serve as a powerful motivator for students, driving them to persist in their efforts despite challenges (Japeri et al., 2023). Similarly, the findings of Ramli and Salim suggest that emotional intelligence correlates positively with Quranic memorization achievements, indicating that students with higher emotional awareness are more likely to stay motivated (Ramli & Salim, 2020). This intrinsic motivation is often reinforced by supportive educational environments that foster a sense of community and shared purpose among students (Anoum et al., 2022). Extrinsic motivation, on the other hand, encompasses external factors that encourage students to engage in Quranic studies. These can include parental expectations, societal norms, and academic incentives. For instance, the role of parents in motivating their children to memorize the Quran has been highlighted in various studies, demonstrating that parental involvement can significantly enhance students' motivation levels (Abdullah et al., 2021; Elvina et al., 2021). Additionally, the integration of gamification and technology in Quranic education has been shown to boost motivation by making learning more engaging and interactive (Hassan et al., 2022).

The use of applications and online platforms for Quran memorization has been particularly effective in maintaining students' interest and motivation during periods of

remote learning, such as during the COVID-19 pandemic (Rusdiana, 2021; Yahya et al., 2021). Moreover, the teaching methods employed in Quranic education can greatly influence students' motivation. Research by Wasehudin et al. indicates that integrating Quranic teachings with scientific subjects can help students find relevance in their studies, thereby enhancing their motivation (Wasehudin et al., 2022). Similarly, the use of diverse instructional strategies, such as collaborative learning and activity-based teaching, has been shown to foster a more engaging learning environment that encourages student participation and motivation (Dzulkifli et al., 2021; Shukri et al., 2020). The effectiveness of these methods is often contingent upon the educators' ability to adapt their teaching styles to meet the diverse needs of students, which can further enhance motivation levels (Anoum et al., 2022; Shukri et al., 2020). The challenges faced by students in their Quranic studies also play a critical role in shaping their motivation. Factors such as learning disabilities, emotional challenges, and external distractions can hinder students' ability to engage fully with their studies (Saleh, 2023; Zulkifli et al., 2022). For instance, research indicates that students with learning disabilities may require tailored instructional approaches to enhance their motivation and learning outcomes (Zulkifli et al., 2022). Addressing these challenges through supportive interventions and personalized learning strategies can help mitigate the negative impact on motivation and foster a more conducive learning environment (Saleh, 2023; Zulkifli et al., 2022).

Furthermore, the cultural context in which students learn the Quran significantly influences their motivation. In many Muslim communities, memorizing the Quran is not only a religious obligation but also a source of pride and identity. This cultural significance can serve as a powerful motivator for students, encouraging them to engage deeply with their studies (Abdullah et al., 2021; Kosim et al., 2019). The sense of belonging to a larger community of learners and the shared values associated with Quranic education can enhance students' intrinsic motivation and commitment to their studies (Japeri et al., 2023; Anoum et al., 2022; Abdullah et al., 2021).

In conclusion, the level of motivation among Al-Quran and Al-Sunnah students at UniSZA towards the Qiraat subject is shaped by a complex interplay of intrinsic and extrinsic factors, teaching methodologies, and cultural influences. Understanding these dynamics is essential for educators and policymakers aiming to enhance student engagement and achievement in Quranic studies. By fostering an environment that supports both intrinsic and extrinsic motivation, educational institutions can significantly improve the learning experiences of their students.

Methodology

Research Design

This study employs a quantitative approach using a correlational survey design, with questionnaires as the primary instrument. The questionnaires were distributed to students via Google Forms. The collected data were analyzed using SPSS software to generate comprehensive and relevant findings.

Population and Sample of the Study

The study population consists of undergraduate students enrolled in the Al-Quran and As-Sunnah program at Universiti Sultan Zainal Abidin (UniSZA). A total of 108 students were

randomly selected as the sample, guided by Krejcie & Morgan's table. This sampling ensures that the findings can be generalized. A pilot study was conducted to evaluate the validity and reliability of the questionnaire using a small sample similar to the primary study respondents. Based on the pilot study, the questionnaire was refined to enhance clarity and accuracy.

Data Analysis

Data were analyzed using descriptive and inferential statistics, including Pearson Correlation, T-tests, and ANOVA, to assess relationships and differences between variables such as motivation, learning styles, and discipline. Descriptive statistics summarize data in frequency distributions and means, while inferential statistics test hypotheses and identify significant differences or relationships. The Cronbach's Alpha coefficient was used to determine the instrument's reliability, with values above 0.60 considered acceptable.

Result and Discussion

Table 1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.655	.663	6

Based on Table 1, the Motivation Scale has a Cronbach's Alpha value of 0.655. This indicates that the reliability of this scale is moderate. Generally, a Cronbach's Alpha value between 0.6 and 0.7 is considered acceptable, but there is still room for improvement.

Analysis Of Students' Motivation Level Towards The Qiraat Subject

The analysis of students' motivation levels towards the Qiraat subject aims to obtain quantitative research data. Before delving further into whether the respondents have a high level of motivation or otherwise, the following is a descriptive explanation derived from the findings of this study

Table 2

Distribution of Respondents Regarding Students' Motivation Levels Towards the

Bil	Item	STS		TS		KP		S		SS	
		B	%	B	%	B	%	B	%	B	%
1	I want to achieve higher scores than other students	-	-	2	1.9	11	10.2	41	38	54	50
2	I feel embarrassed when I do not perform well in my studies	2	1.9	3	2.8	9	8.3	43	39.8	51	47.2
3	I want to perform tasks better than other students	-	-	1	0.9	7	6.5	44	40.7	56	51.9
4	I am a reliable student in the eyes of lecturers	3	2.8	5	4.6	37	34.3	42	38.9	21	19.4
5	I enjoy competing with other students in assignments	3	2.8	4	3.7	26	24.1	47	43.5	28	25.9
6	I demonstrate to my lecturers that I have tried my best	-	-	2	1.9	20	18.5	49	45.4	37	34.3

Qiraat Subject

Based on Table 2, for item 1, respondents who answered “disagree” were 2 individuals (1.9%), “uncertain” were 11 individuals (10.2%), “agree” were 41 individuals (38%), and “strongly agree” were 54 individuals (50%). There were no respondents who answered, “strongly disagree.” For item 2, respondents who answered “strongly disagree” were 2 individuals (1.9%), “disagree” were 3 individuals (2.8%), “uncertain” were 9 individuals (8.3%), “agree” were 43 individuals (39.8%), and “strongly agree” were 51 individuals (47.2%). For item 3, respondents who answered “disagree” were 1 individual (0.9%), “uncertain” were 7 individuals (6.5%), “agree” were 44 individuals (40.7%), and “strongly agree” were 56 individuals (51.9%). For item 4, respondents who answered “strongly disagree” were 3 individuals (2.8%), “disagree” were 5 individuals (4.6%), “uncertain” were 37 individuals (34.3%), “agree” were 42 individuals (38.9%), and “strongly agree” were 21 individuals (19.4%). For item 5, respondents who answered “strongly disagree” were 3 individuals (2.8%), “disagree” were 4 individuals (3.7%), “uncertain” were 26 individuals (24.1%), “agree” were 47 individuals (43.5%), and “strongly agree” were 28 individuals (25.9%). Finally, for item 6, respondents who answered “disagree” were 2 individuals (1.9%), “uncertain” were 20 individuals (18.5%), “agree” were 49 individuals (45.4%), and “strongly agree” were 37 individuals (34.3%).

Overall, the findings indicate that the level of student motivation towards the Qiraat subject is high. A significant majority of students demonstrate a strong commitment to achieving good performance, engaging in positive competition, and maintaining their academic image. However, there is some uncertainty about self-confidence as dependable students (Item 4), which could be an area for improvement.

Conclusion

The analysis of the Motivation Scale reveals moderate reliability, with a Cronbach's Alpha value of 0.655, suggesting that while the scale is acceptable, there is room for refinement to enhance its internal consistency. The item-by-item breakdown shows that many students exhibit a high level of motivation toward the Qiraat subject. Specifically, most respondents agree or strongly agree with statements indicating strong academic commitment, positive competitive attitudes, and a focus on maintaining a good academic image. However, a notable area for improvement is evident in Item 4, where a higher proportion of respondents expressed uncertainty about their self-confidence and reliability as dependable students. This suggests a potential gap in students' self-perception, which could affect their overall motivation and performance. Addressing this uncertainty through targeted interventions, such as confidence-building activities or supportive feedback mechanisms, may further enhance student motivation and their learning experience in Qiraat studies.

Acknowledgement

This research was funded by Universiti Sultan Zainal Abidin (UniSZA) through the grant Strengthening Final Year Project Research - FKI (UniSZA/2024/PSU-TDA/05). We extend our heartfelt gratitude to UniSZA for their generous support and commitment, which has been instrumental in the successful completion of this study. This funding has not only facilitated the research process but also contributed to advancing knowledge in this important area of study. Thank you for your continuous encouragement and assistance.

Corresponding Author

Email: wkhairulaiman@unisza.edu.my (Wan Khairul Aiman Wan Mokhtar)

References

- Ab Rahman Al-Qari Abdullah, (2003). *Bacaan Al-Quran Menurut Qira'at Nafi': Kajian di Maahad Tahfiz Al-Quran Pulau Chondong, Kelantan*. Disertasi Sarjana Usuluddin, Jabatan al-Quran dan al-Hadith, Akademi Pengajian Islam, Universiti Malaya.
- Abdullah, N., Sabbri, F., & Isa, R. (2021). Exploring student motivation in quranic memorization in selected islamic secondary schools (a case study). *Al-Hayat Journal of Islamic Education*, 5(1), 100. <https://doi.org/10.35723/ajie.v5i1.161>
- Mardhiyah, A. (2004). *Tajwid Al-Quran Qiraat 'Aasyim*, Perniagaan Normah.
- Al-Ustaz Abdul Jalal bin Abd Manaf, (2010). *Khulasah Ringkasan Ilmu Qiraat*, Darul Quran.
- Al-Ustaz Mohd Nazri, 2010. *Manhaj Qiraat 'Asyara*, Darul Quran.
- Anoum, P., Arifa, F., & May, C. (2022). Strategies to increase the motivation of tahfidz al-quran. *Journal International Inspire Education Technology*, 1(2), 74-85. <https://doi.org/10.55849/jiiet.v1i2.88>
- Atkinson, J. W., & Birch, D. (1978). Motivational dynamics in action. In J. Heckhausen (Ed.), *Motivation and action* (pp. 4-42). Springer.

- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Plenum Press.
- Dzulkifli, I., Suhid, A., Fakhruddin, F., & Ahmad, N. (2021). Activity-based teaching of quran for deaf students in the special education integration program. *Pertanika Journal of Social Sciences and Humanities*, 29(1). <https://doi.org/10.47836/pjssh.29.1.05>
- Elvina, E., Ritonga, M., & Lahmi, A. (2021). Islamic parenting and motivation from parents and its influence on children's ability to read the quran. *Jurnal Tarbiyatuna*, 12(2), 121-134. <https://doi.org/10.31603/tarbiyatuna.v12i2.4996>
- Hassan, S., Shamsuddin, S., & Yusof, N. (2022). Towards designing a framework for adaptive gamification learning analytics in quranic memorisation. *Pertanika Journal of Science and Technology*, 31(1), 257-278. <https://doi.org/10.47836/pjst.31.1.16>
- Japeri, J., Lisa, M., Hujjatusnaini, N., Syamsuardi, S., & Siddiq, M. (2023). Students' nine motivation in attending program of quran memorization. *ijmurhica*, 6(3), 136-146. <https://doi.org/10.24036/ijmurhica.v6i3.140>
- Kamarul Azmi, A., Ab. Halim, T. A., & Mohd Izham, M. I. (2012). Ciri-ciri personaliti guru dan hubungannya dengan motivasi pelajar di dalam bilik darjah. *Procedia - Sains Sosial dan Tingkah Laku*, 56, 368-376. <https://doi.org/10.1016/j.sbspro.2012.09.656>
- Kosim, M., Kustati, M., Sabri, A., & Mustaqim, M. (2019). Strengthening students' character through tahfidz quran in islamic education curriculum. *Jurnal Pendidikan Islam*, 8(1), 69-94. <https://doi.org/10.14421/jpi.2019.81.69-94>
- Norlia, M. F., Ali, M. M., & Hassan, S. (2016). Para pensyarah memainkan peranan penting dalam menentukan gaya pembelajaran pelajar di universiti. *International Journal of Evaluation and Research in Education*, 8(4), 610-615.
- Ramli, M. and Salim, S. (2020). Emotional intelligence and its relationship towards the achievement in quranic memorisation of tahfiz school students in pahang. *International Journal of Academic Research in Business and Social Sciences*, 10(5). <https://doi.org/10.6007/ijarbss/v10-i5/7251>
- Rusdiana, E. (2021). Renewal of the elements of success on al-qurán memorization program during covid-19 pandemic. *Al-Hayat Journal of Islamic Education*, 5(1), 27. <https://doi.org/10.35723/ajie.v5i1.153>
- Sa'aban, A. (1999). Cabaran-Cabaran dalam Pengajian Ilmu Qiraat. *Jurnal Pengajian Islam*, Universiti Kebangsaan Malaysia.
- Mohamad, S. & Yusof, Z. M. (2010). Syaykh Muhammad Salim Muhaysin: Tokoh Ilmu Qiraat Di Abad Ke-20. *Jurnal Usuluddin*. Bil.31. Januari –Jun 2010. Kuala Lumpur: Penerbit Universiti Malaya.
- Saleh, U. (2023). Design factors of potential assistive technology for memorizing al-quran learning experience among tahfiz students. *Alam Cipta International Journal of Sustainable Tropical Design & Practice*, 16(1), 21-27. <https://doi.org/10.47836/ac.16.1.art3>
- Shahabuddin, M. & Rohizani, Y. (2016). Gaya pembelajaran: Kecenderungan dan proses dalam pendidikan. *Journal of Educational Psychology*, 5(2), 123- 135.
- Shukri, N., Nasir, M., & Razak, K. (2020). Educational strategies on memorizing the quran: a review of literature. *International Journal of Academic Research in Progressive Education and Development*, 9(2). <https://doi.org/10.6007/ijarped/v9-i2/7649>
- Surur Shihabuddin an-Nadawi, (2010). Ilmu Tajwid Menurut Riwayat Hafs 'An 'Asim Melalui Toriq Asy-Syatibiyyah. Kuala Lumpur: Pustaka Salam Sdn Bhd.

- Wanqing, L., Chin, L. C., & Khairi, A. K. (2012). Motivasi luaran (ekstrinsik) seperti kesenangan, pembelajaran bahasa, keyakinan diri dan pengaruh sosial budaya sangat mempengaruhi penguasaan pembelajaran di kalangan pelajar. *Procedia - Sains Sosial dan Tingkah Laku*, 46, 3029-3033. <https://doi.org/10.1016/j.sbspro.2012.06.018>
- Wasehudin, W., Syah, D., Rahman, M., & Hasanah, U. (2022). Developing class instruction for linking the qur'an to biological science. *Al-Ishlah Jurnal Pendidikan*, 14(3), 3641-3658. <https://doi.org/10.35445/alishlah.v14i3.1662>
- Yahya, M., Rahman, T., & Siddiq, A. (2021). Online learning in the quran reading class during covid-19 pandemic. *International Journal of Learning Teaching and Educational Research*, 20(5), 142-158. <https://doi.org/10.26803/ijlter.20.5.8>
- Zulkifli, H., Rashid, S., Mohamed, S., Toran, H., Raus, N., & Suratman, M. (2022). Challenges and elements needed for children with learning disabilities in teaching and learning the quran. *Children*, 9(10), 1469. <https://doi.org/10.3390/children9101469>